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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MARCH 1969



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE

REVIEW

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A valuable document—that annual report

Aren't you glad that annual progress report is finished? You won't have to worry with that for another year. But now that you have it, why not use it? It can be as valuable as you make it, or it can be as useless as you let it.

Of course the annual report fulfills a legal requirement. But its use need not end there. It can serve as a guide for future planning and as a basis for a report to the public.

As a guide for planning it tells you what methods were most effective, and it tells you which were not so effective. It tells you where better planning is needed, because you can see those things that needed doing but didn't get done. And, finally, it provides the benchmarks you'll need to measure progress in your next annual report. Without benchmarks, you have no accurate way to measure your progress.

Extension is supported by public funds. We, therefore, owe an accounting of our stewardship of the funds entrusted to our use in the public interest. An accounting, not in the sense of where each dollar went, not in the sense of how many activities were performed to show how busy we were—but rather to show what the public received in return for its dollars. These include such things as increased farm income, increased jobs from community development, improved nutrition, improved housing, increased public facilities, or whatever Extension programs produced. This progress must be spelled out in terms of tangibles, not abstract terms, that each can interpret to his own satisfaction.

Extension programs are oriented to the needs of people, and they do produce tangible results. A good concise report to the people on these results of Extension programs can go a long way in getting U-S-P—UNDERSTANDING—SUPPORT—PARTICIPATION.—WJW

As well as fulfilling its traditional function as a focus of government, the courthouse in Waukesha County, Wisconsin, has become a showcase for the county's artists.

For more than 20 years, the county had an amateur art show in conjunction with the Extension-sponsored spring Dairy Show. A growing interest in art caused this show to become one of the largest of its kind in the Midwest.

Part of this growth resulted from the efforts of the Waukesha County Art Committee, a group of citizens representing all facets in the field of creative art. They served as an advisory committee to the county Extension office in planning, conducting, and promoting both the county's annual show and periodic regional art and crafts shows.

During an Extension crafts clinic at the courthouse in 1965, the idea for the Waukesha County Courthouse Art Collection was born. Several members of the Art Committee, along with the Extension recreation agent, were touring the courthouse. They saw office lobbies decorated with cut-outs from newspaper picture supplements and with calendar art.

The idea was refined at a meeting of the Art Committee and the Extension recreation agent. They pro-

Extension helps establish

A new role for the courthouse

by

W. D. Rogan

*Extension Agribusiness Agent
Waukesha County, Wisconsin*

posed to the county's Agriculture and Resource Committee that:

—an annual art exhibit be held in the courthouse;

—an annual appropriation be set aside from which outstanding works by county artists and craftsmen would be purchased for the county's art collection. The selections would be made from works entered in the exhibit;

—The county Art Committee conduct the exhibit and screen the paintings prior to their being considered for purchase.

The proposal was adopted and in turn approved by the County Board of Supervisors. They designated Extension to coordinate the program, and gave the county Agriculture and Resource Committee the authority to make purchases for the collection.

Since 1966, artists have been submitting works for consideration. The Art Committee selects a group to go on display for 3 months, and recommends some for possible purchase. The Agriculture and Resource Committee makes the final selection and the recreation agent negotiates for purchase on the county's behalf.

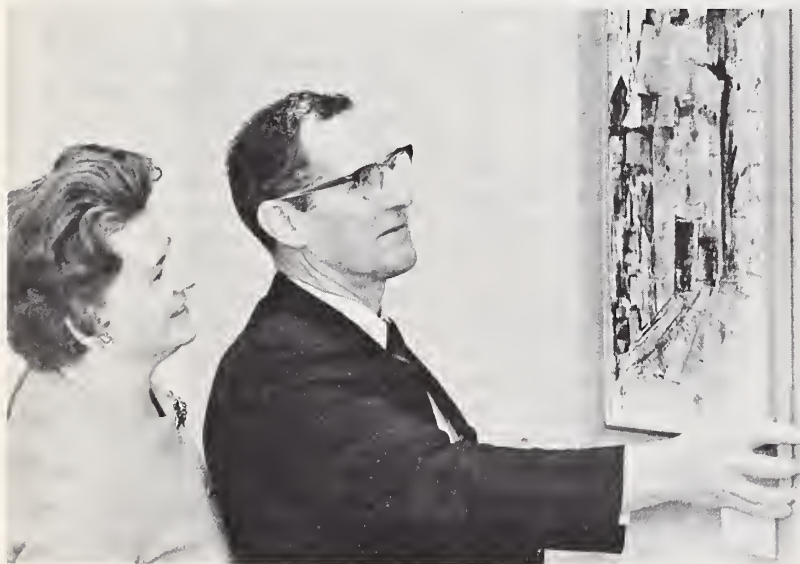
In the 3 years the exhibit has been conducted, 246 works have been offered for consideration. The county has purchased 10—five watercolors, four oils, and one acrylic.

The pictures are hung throughout the courthouse on a rotating basis. A brochure listing the works and their locations is at the lobby information desk.

Feature articles and photographs in local newspapers followed the development of the collection. Artists demonstrate their support both by submitting works for consideration and in prices they quote.

Art judges and critics have labeled the collection "powerful, truly representative, exciting, and refreshing." Those who work in and who visit the courthouse say that the collection has brought a new dimension to the everyday world of government and business. □

Adding the final adjustment to one of the paintings in the courthouse art collection are County Board Chairman Lloyd G. Owens and Mrs. Jeanne Brisk, clerk in the county treasurer's office.



Business management specialists

Area Extension workers help Main Street businessmen adjust to changes

Change your ways or move on. This mandate has practically revolutionized American agriculture in recent years. Main Street merchants in predominantly farm areas have frequently been forced to make a similar choice. For many, this has been a painful dilemma.

Many smalltown businessmen in Iowa's Tenco Area were having a tough time surviving, and many others were closing. Extension area development leaders saw a need for educational programs to help small businessmen analyze their situation and make realistic operating decisions.

Part of the problem resulted from area retailers and wholesalers losing a large share of their economic base. Farmers had been their most important customers—now many were migrating from farms and out of the community. Another part of the problem was that local merchants and other businessmen were not making adjustments to the changes in their markets.

Extension economists at Iowa State University knew the problems in Tenco, but needed more manpower to work with businessmen. The logical move was to add a business advisor to the Tenco Area staff.

So, in February 1966, Richard Mikes became Iowa's first Extension business management specialist. Arthur Kilbourn, the second such specialist, joined the staff at the Mason City Area Extension office in January 1968.

To get to know the territory, Mikes began calling on merchants, chamber of commerce people, manufacturers, and other business interests. Typical problems he found were:

—Some retail and service businesses were operating at a loss or were

barely making a profit. Their managers were concerned about their businesses being in a slump.

—Family businesses, handed down from generation to generation, were often operated by persons with little or no training in business management. What formal training they had seldom applied to local conditions. Consequently, these people adequately handled day-to-day matters, but had difficulty analyzing their market situation or making long-range plans.

—Individuals and groups interested in starting their own industries needed further information and direction for determining the feasibility of such ventures.

—Inventors were looking for means to produce, promote, and market their inventions and they needed qualified assistance.

Through counseling and feasibility studies, both Mikes and Kilbourn have been helping potential owners enter more confidently into business ventures—thereby encouraging the added services which are really needed by the farm community.

For example, the business management specialists helped get a mobile

feed milling business and a restaurant started. In contrast, it was found that a packing plant and a specialty store would not find enough demand for their services. One retailer was advised not to expand his facilities, when feasibility studies showed that he already had 90 percent of the market.

Mikes found plenty of these opportunities to work with individual businesses, but he soon saw that many concerns had common problems which workshops and seminars could help.

After formulating programs for a series of meetings, Mikes began promoting them. Businessmen had to be "sold" on the program; county Extension directors needed full details. Local chambers of commerce or commercial clubs were enlisted to help recruit attendance. The Des Moines office of the Small Business Administration assisted in recruitment and provided some important program materials.

"Our program the first year was kind of a 'smorgasbord'," Mikes recalled, "touching on several important phases of business management. This gave our clients a rather

by

George Brandsberg
Assistant Extension Editor
Iowa State University



Meetings are an important tool for working with Main Street merchants in Iowa's Tenco Area. Here, Mikes describes local business trends for a group of small town merchants.

quick but rounded-out package of management information, and it gave us a measure of areas needing further concentration," he said.

"We've found that businessmen in our area expect to pay for services rendered, so we usually charge a \$5 enrollment fee for most of our programs. By paying, enrollees make a commitment to the program and seem to attend better. Then, too, money collected in enrollment fees helps pay some of our costs. We find it is a good idea to present certificates to participants who complete a program," the business management specialist added.

In February 1967 a series of lectures titled "Directions in Economic Policy" began at Ottumwa, the major city in Tenco. Designed for top management in larger business concerns, this Extension program really dug into

such topics as government spending, monetary policy, balance of payments, international trade, and Iowa's economic future.

Participants grasped the rather abstract and theoretical material quickly and engaged in spirited discussion after each lecture. In all, the program was exciting and quite successful.

Another event Mikes helped plan and instigate was a cookout and speaking program titled "Rathbun Tourism Preview." After an outdoors dinner on a knoll overlooking the nearly-finished Rathbun Reservoir, speakers explored prospects for capitalizing on recreation potentials. They also stressed the need for land use planning and zoning.

As one enthusiastic participant put it, "The only thing wrong with that meeting was that it was too late in the season to have more just like it!"

As a result of this work, several small towns in the reservoir area have put competition in the background and are cooperating to encourage tourism.

Although personal consultations and workshops are important tools for Mikes' work with local business people, he uses a monthly newsletter to keep in touch with many interested persons in agribusiness. It is mailed to 500 feed and grain dealers, veterinarians, farm implement dealers, farm lenders, and other establishments where people talk business.

A survey in 1968 indicated that 80 percent of the readers felt the newsletter was either "useful" or "very useful." All of the Tenco area staff contribute to the publication, giving reports on crop and livestock conditions as well as what's new in business.

Soon after Kilbourn joined the Mason City staff, he, too, hit the road to sell the new program to business people in north-central Iowa. By the end of his first year, Kilbourn had helped arrange for and conduct four business management workshops.

Mikes and Kilbourn agree that getting a new program underway is quite

a challenge. Prospective participants have to be sold on the value of the program. Sometimes smalltown rivalries interfere with holding meetings for persons from several communities.

"What I really enjoy about this kind of work," Mikes said, "is the tremendous variety. I may call on manufacturers, retailers, investors, or even an inventor or two in a day's work." Defining problems and helping people put good solutions to work is what Kilbourn described as the best part of his work.

How do local businessmen feel about the relatively new Extension programs? Logan Cain, a business leader in Albia, a town of 4,500 in southern Iowa, summed up local feelings this way:

"When you can get the hardest-headed business people, who don't attend anything and who are critical of everything, to come to a meeting and go away saying it was wonderful, you've really done something. And that's just the way Extension's business management programs have been accepted. Busy people are hard to please; these programs have been ideal for busy people."

This year, the 12th and final area Extension office in Iowa opened. However, only two area offices—Ottumwa and Mason City—currently have business management specialists.

According to Lee Kolmer, Assistant Extension Director at Iowa State, the need for additional area workers has already been identified. "We feel the business management program, a natural outgrowth of our area development program, is a useful and needed part of our total Extension effort. How soon we are able to provide additional area business specialists depends on two important factors, however—budget limitations and obtaining persons qualified for the job."

Dr. Kolmer added that the more demanding of these limitations is finding the right personnel. For it takes a special kind of person to be able to identify business problems and offer solutions to help businessmen make changes to stay in business. □



This young cerebral palsy victim visits the Community Rehabilitation Center in Duluth once a week after school for instruction in cooking from Mrs. Harriet Meldahl, left.

'Homemakers Limited'

New hope for the handicapped

by
Josephine B. Nelson
Assistant Extension Editor
University of Minnesota

Two Extension home economists in Minnesota are making it possible for hundreds of women to build new lives of usefulness after their physical mobility has been severely limited by an accident, heart attack, or other serious illness.

Through retraining, Mrs. Marion Melrose and Mrs. Harriet Meldahl, Extension home economists in rehabilitation at the University of Minne-

sota, are helping these women find new ways to use their abilities so they may resume productive roles as wives and mothers.

Their program, now called Homemakers' Limited, was started in 1958. It is financed by the U.S. Public Health Service through a grant to the Minnesota Department of Health, administered by the University of Minnesota's Agricultural Extension Service.

Helping to support the program are the Minnesota Chapter of the Arthritis Foundation, the Minnesota Heart Association, and the National Multiple Sclerosis Society.

In its work of rehabilitating homemaker victims of accident and disease, the Minnesota Extension Serv-

ice is playing a unique role. Significant too, and one of the encouraging aspects of the Homemakers' Limited program, is the cooperation of many agencies in furthering its objectives.

Some 10 million homemakers in the United States are unable to do household tasks or are severely handicapped because of accidents or illness. When disabling illness or accident strikes the homemakers, the whole family is affected.

It is for situations such as these that the home economics specialists in rehabilitation in the University of Minnesota's Agricultural Extension Service provide training that will enable the homemaker to resume most—if not all—of her household duties.

Mrs. Melrose conducts classes in work simplification and rehabilitation for women with physical handicaps or below-normal physical energy in 82 of Minnesota's 87 counties, working out of the University's St. Paul Campus. Mrs. Meldahl, whose headquarters are in Duluth, gives rehabilitation training in five northeastern counties.

The series of classes making up the program of work simplification includes general body mechanics, adapting working heights to prevent fatigue, arrangement of kitchens to save steps, prevention of fatigue in cleaning, time- and energy-saving methods in laundry, and adapting clothing to certain disabilities.

Some women come to the classes in wheelchairs, others with canes, some with an arm hanging helplessly at the side. In each class the women are taught to analyze their own homemaking tasks and to make adjustments to their handicaps by adopting new techniques or simple devices such as a holder for a mixing bowl—and always to save energy.

In addition, patients are encouraged to do as much as possible within their capabilities, and emphasis is placed on the satisfaction that comes to them as they achieve what they had felt was impossible.

Many of the principles the home economists teach would benefit any homemaker concerned with accomplishing as much as possible with a minimum of time and energy.

Through classes all over the State during the past 10 years, Mrs. Melrose has been instrumental in helping 2,000 Minnesota women with physical handicaps resume their homemaking roles either partially or entirely.

Cooperating in organizing her classes in the counties are Extension home agents, public health nurses, instructors in nursing, hospital administrators, physicians, pastors, and members of a variety of local organizations.

Mrs. Meldahl also conducts classes, but much of her work is on a one-

to-one basis, teaching patients in the wheelchair kitchen at the Nat G. Polinsky Memorial Rehabilitation Center in Duluth. Physicians refer patients to her.

A new dimension has been added to the Center with Mrs. Meldahl's work in helping women—and men—adjust to home life and home tasks by making the best of their handicaps. Such cooperation with a community rehabilitation center is a unique aspect of the work of the Extension home economist.

Although the first objective of the two home economists is to retrain homemakers to resume homemaking tasks, social and emotional therapy is important also. Morale of many of the women is at a low ebb when they come for aid. Often they feel worthless and suffer severe psychological reactions. Classes help the women emotionally by restoring confidence in their ability to be useful to their families. Exchanging experiences with others who have physical problems gives them the incentive to try tasks they were sure they could never do again.

Once communication is opened—and the informal, casual atmosphere

of the one-to-one relationship of the classes makes communication easy—the women quickly respond with ideas that have worked in their own situations.

The classes also aid each woman's family economically, because they enable her to do enough work to avoid hiring outside help.

Contact with the patients doesn't end with their "graduation" from classes. A chatty newsletter written by Mrs. Melrose goes to them four times a year. Each issue gives energy-saving suggestions and work simplification ideas. Also on the mailing list for the newsletter are all public health nurses in Minnesota and many professionals in other States.

A series of educational television programs, "Keys to Easier Homemaking," featuring Mrs. Melrose, gave invaluable help to hundreds of homebound people with disabilities. A brochure, also entitled "Keys to Easier Homemaking," was sent to viewers upon request.

Expansion of the Homemakers' Limited program to more handicapped individuals in Minnesota may soon be a reality if present plans materialize. □

Mrs. Melrose watches while a wheel chair patient mixes a cake. The working area was improvised by fitting a cupboard drawer with a board having a cutout to hold the mixing bowl.



For residents of Solitude and Independence, gone are the labors of hauling water-laden drums for miles back into the hills, the uncertainties of dependence on rainfall for wash and drink, the health hazards of open cisterns, and other obvious shortcomings of the "not-so-good old days."



Water for Solitude—a dream comes true

Assistant County Agent Aldero Stevenson, accompanied by Solitude subscribers, checks the last segment of underground water line before it is buried.



Fresh running water doused the sleepy hamlet of Solitude with a festive atmosphere from sunup to sundown one day late last year, and the effects aren't likely to subside any time soon.

Over 5 years of work and determination were rewarded as water from newly sunk wells flowed into nearly 100 rural Louisiana homes for the first time.

A seemingly impossible dream came true for Assistant County Agent Aldero Stevenson, whose leadership and perseverance led to the development of two water systems in West Feliciana Parish at a cost of some \$60,000.

The water system project arose from a casual conversation between Stevenson and Josh Lloyd, operating loan officer for the State Farmers Home Administration office.

Lloyd told the Extension agent about a new FHA loan for water available to organized groups and communities. Stevenson and local leaders studied the program, organized, and began promoting it among residents of Solitude.

The money could be borrowed at 4



by

Phil Massey

Editorial Assistant

Louisiana Extension Service

Dedication ceremonies, above, marked the opening of the Solitude and Independence water systems and signaled a new way of life for the two rural communities. But a long-time Solitude resident, below, finds old habits hard to break.

percent for 40 years, with users repaying through their water billing. The first feasibility study estimated the construction costs for the Solitude system at \$52,000, which included a required overhead water storage tank. This was well above the ability of the original 26 subscribers to repay.

The project was revived under Stevenson's guidance in 1966. An engineering study, now estimated on the basis of a ground-level storage tank, was \$33,000—within the means of over 50 subscribers.

The construction was begun last summer and completed in the fall. Solitude—and the neighboring community of Independence, which had organized to qualify for a \$28,500 loan—will be served by a deep well with an electrically powered pump, a 10,000-gallon storage tank, and several miles of pipe throughout the hills.

A cash deposit by each user is in escrow for maintenance of the systems. Flexibility built into the systems and several potential subscribers on the waiting list promise a thriving future for both water districts. □



**One junior leader's
successful
"pal" program**

**Reaching
retarded
youth
with 4-H**

by

**Charles R. Hilgeman
4-H Farm Advisor**

Humboldt County, California

4-H can be tailored to meet the needs of the mentally retarded youngster. A pilot project completed last August in Humboldt County, California, is proof of this.

Careful planning and continuing evaluation were the keys to success for 18-year-old Alan Shannon, a 4-H junior leader who dreamed up the project.

It all started when Alan's mother, a veteran 4-H Club leader, mentioned

that a friend had told her how lonely her mentally retarded son was. Because of his handicap, none of his former acquaintances had much interest in him.

Alan talked with the supervising teacher of the Humboldt County School for the Mentally Retarded. He knew that a crying need existed. Some groups were already formed, such as Boy Scouts, with membership limited strictly to the mentally retarded children. But none provided a mixing of normal and retarded youngsters.

After talking to parents of mentally retarded youngsters and to professional workers, Alan felt that these youngsters would be better off associating with normal children.

"What they seem to need," Alan said, "is the knowledge that they are in a society with which they can be on an equal plane. Sooner or later, they are going to have to leave school and mingle with people they know are somewhat different."

Alan's idea was for the members of his home club, Dows Prairie 4-H in McKinleyville, to serve as "pals" for the special members.

He drew up a plan of work in cooperation with his mother, other 4-H leaders, parents of potential "pals," parents of the retarded, school officials, and the county 4-H staff.

After a great deal of study, he selected as the basic project the new California fourth grade beginning projects for boys and girls. The publication "Off to a Good Start—in 4-H Home Economics" was used with the girls, and the boys used "4-H Exploring for Boys."

The girls' material called for simple accomplishments in foods, home furnishings, clothing, and money management, all within the capabilities of most of the youngsters.

The boys looked into various animal projects, checked in at a meeting on foods, and considered several other project subjects, such as wood-working, electricity, and plant science.

"At my first meeting, 10 special

members and 15 4-H'ers showed up," Shannon reported. "We found out that there would be five more special members, so we had our one-to-one basis."

He also found that parents were bringing their children to the meetings from as far as 50 miles away! "The parents are almost overwhelming in their pleasure and gratitude for this opportunity for their youngsters," he said.

In structuring the program for the year, Alan involved the special members in picking their original name (the Clever Fours,) as well as in determining that one meeting would be a social-recreational activity and the alternate meeting would be for doing project work.

As the year progressed, Alan found several members who expressed interest in getting more involved in a specific project area. This was exactly what the authors of the project manuals predicted would happen to regular fourth graders involved in these beginning projects. One wanted a dairy calf, another a fat lamb, and still another a hog. Several of the girls started to make dresses.

Alan carefully planned these expansions. With the help of the 4-H staff and the parents, he set up a pilot test to see if the youngsters could participate in a competitive livestock fair situation.

Ev, one young special member who had been raising a fat lamb, walked into a ring last summer with about 20 other 4-H'ers and their lambs. He was accompanied by his 4-H buddy, first-year member Kelley McKenzie, who was also raising a fat lamb for her initial project.

Those closely associated with the test run watched with a certain sense of foreboding as the judge instructed members to move their lambs around the ring into different grade groups. But both Ev and Kelley did a marvelous job and the judge admitted later, "I didn't even notice anything special."

Not all the successes were in the

livestock ring. At another fair, the girls were encouraged to enter the results of their projects. One came home with a blue ribbon for a dress, and another won a blue for her foods exhibit, a coffeecake. One of the boys brought home a blue in the forestry class for his plant press and leaf specimens.

Did Alan have any trouble recruiting "pals" from the regular 4-H'ers? Hardly! He had a waiting list as he tried to keep the pilot project to a manageable 15.

He notes in his report, "Another phase of this program, I hoped, would introduce a lot of so-called normal people to this type of youngster and help break down some of the barriers that many people have consciously or unconsciously put between themselves and the mentally handicapped."

What kind of 4-H'er develops a program of this scope? Alan Shannon has had projects in dairy, electricity, beef, sheep, foods, vegetables, home improvement, junior leadership, and forestry.

He has been a county medal winner in the National Awards Program agriculture category for 3 years. He was named the county winner in the same program in the field of citizenship in both 1967 and 1968, and in 1968 received a State award for his citizenship activities.

He is a California 4-H All Star, and in 1967 he was a finalist in State competition for a trip to the National 4-H Conference.

What about the future for this special program? Alan has enlisted in the U.S. Air Force, but before he left, he made his final report on the program and offered some in-depth suggestions for "those who will follow me."

They include:

—Have at least four training sessions with advice from professionals who work with these children. Workers are bound to become emotionally involved, but sympathy should never be demonstrated.

—Make the "buddy" feel that 4-H is really his club and that he is an essential part of it. Let him sign up on a regular enrollment card and have him choose a bona fide project.

—Have two meetings a month—one a work meeting and one strictly for fun. Let the "buddies" contribute as much as they are willing and able to the running of the meetings and sessions. Have rotating officers.

—Urge that there be no age limit for membership. While the mentally

their "friend" means so much. Public praise or recognition means a lot to them also.

—The first year of a buddy's 4-H life should be within the smaller project club. Then an effort to draw him into a larger community organization may be helpful.

Concluding his final report, Alan, who appears wise beyond his years, makes these observations:

"I cannot stress enough the importance of the work with these boys

Dows Prairie 4-H leader Alice Pusch helps a member of Clever Fours make biscuits. Junior Leader Bev Schenler, center, gives an assist.



retarded youngsters may have passed the actual birthdays, emotionally and mentally they do not understand why they are welcome one year and not the next. The important thing is for them to realize that they are in 4-H because they are wanted and have something worthwhile to offer.

—Do not drop them or forget them. A card or a phone call from

and girls. And we of regular 4-H get so much more out of it than we ever dreamed possible.

"I think that as long as a group like my regulars shows this compassion and understanding, they are indicative of the majority of the teenagers who will be good citizens and that this old world is not sunk yet." □

Trenton's 'Towpath Park'

**gets a good start
from Extension, State,
NYC cooperation**

by
Steve Brynes
*Publications Associate
in Communications
Rutgers University*

"It's the culmination of 2 years' work, and I'm very happy."

This was the way Margaret Woodring, Extension specialist in environmental design at Rutgers University, summed up the first phase of her project to improve and beautify the Delaware-Raritan Canal.

Miss Woodring, with the College of Agriculture and Environmental Science, sees the entire canal as a 64-mile recreational asset of great potential, beginning at Raven Rock in Hunterdon County, passing through Trenton, and going across New Jersey to Perth Amboy.

Last summer, she closely followed the progress of a 10-week Neighborhood Youth Corps project in which about 50 boys, from 14 to 17 years old, worked to improve a 1,500-foot stretch of the canal in the Trenton Battle Monument area.

The boys re-established the towpath, surfaced it with crushed stone, removed old fences and other debris. They painted bridges, built stairways, and planted trees and ground cover. With the purpose of creating a "vest-

pocket park" along the canal, they cast concrete benches and tables. Miss Woodring devised the project, and it was supervised by Oscar Patin, a Neighborhood Youth Corps adjunct from the Department of Community Affairs.

The idea of upgrading the canal for use as a "linear park" through New Jersey's urban corridor occurred to Miss Woodring while she was studying at the Columbia University School of Architecture.

Upon joining the Rutgers Extension staff in the fall of 1966, she began research on the possibility of "Towpath Park." During the spring of 1967, she discussed with officials of the Department of Community Affairs the possibility of including her project as part of New Jersey's Open Space Plan.

With the support of Paul Ylvisaker, State commissioner of community affairs, and his assistant Gregory Farrell, a summer program was designed for 1968.

It was initially planned for 26 boys,



The canal beautification project was the first job for many of the Neighborhood Youth Corps boys, who worked 26 hours a week at \$1.40 an hour.

all from families with incomes of less than \$3,900 a year. After the success of the first week, the program was expanded to approximately 50.

The State Department of Conservation and Economic Development donated tools for the project. They also gave a grant of \$10,000 to Trenton's community action program—United Progress, Inc.—to be used for the Neighborhood Youth Corps. The boys worked 26 hours a week at \$1.40 an hour. Many of them were working for the first time.

The State Department of Transportation provided trucks and some necessary heavy equipment for the project. A local frosted foods company supplied water and power, as well as an occasional treat of ice cream for the boys.

The Neighborhood Youth Corps plans further improvements on the canal through the winter, with a limited number of boys working after school.

Future "nodes of interest," as Miss Woodring calls them, planned for the canal in the Battle Monument area include a "tot-lot" designed for a 120-by 35-foot piece of land still in negotiation with the Public Service Company. She has designed a special shade structure, primarily for use by preschool children.

Another planned area will be used for lectures, concerts, and dances, and others will have park benches and shade trees. Also proposed are bicycle pathways and facilities for canoes and rowboats.

Oscar Patin recalls that at first he was "somewhat pessimistic" about the success of last summer's project. "I wondered how 14- and 15-year-old boys would take the pace," he said. "But the great majority stuck it out, and I am very, very pleased with the results."

A celebration at the end of the 10 weeks included a performance of a neighborhood rock band, plus lunch for all. Boys who stayed with the project all the way received a week at Boy Scout camp in northern New Jersey.

"A long journey starts with the first step," Commissioner Ylvisaker said at the celebration, "and we've taken the first two blocks. I'm about as pleased with this as I am with anything we have done." □

Multi-method approach

to teaching money management

by
Mrs. Wanda Meyer
*Extension
home management specialist
Texas A&M University*

Texas homemakers, both men and women, are taking advantage of a six-lesson course in money management, taught by a "cluster" of teaching methods—television, a correspondence course, workshops, circular letters, radio, and newspapers.

It all started in Ward County, when Pat Crenshaw, home demonstration agent, and her family living committee defined four audiences they hoped to reach in the months ahead:

—*Families with young children.* These women many times find it hard to attend meetings because of the expense and difficulty of obtaining reliable babysitters.

—*Working women.* These women find it difficult to attend daytime or evening meetings.

—*Families who live in isolated areas.* This problem is unique to West Texas because of the tremendous distances and few people.

—*Mobile families.* The heads of these families work in oil fields, and they move about every 6 months.

Pat and her committee decided to use a cluster of teaching methods to determine the best methods of reaching these audiences. Materials needed for each teaching method were planned and developed before the program started.

The circular letters were developed first. They were used to create awareness of the program, as well

as to teach. A special letterhead used the home demonstration agent's picture and the caption, "Pat's Pointers."

This was also the title of the series of television programs, and the heading on the note paper used in making comments on the correspondence course. The purpose was to help new Extension clientele get to know their home demonstration agent.

Each newsletter contained one teaching point. This same plan was followed with radio spots and news releases. If a person received only the circular letters, or only heard the radio spots, or only read the news articles—he would get a "cram" course in management.

If he participated in two or more teaching methods, he had an in-depth learning experience. Each newsletter also announced the weekly television programs and the daily radio spots. A blank for enrolling in the correspondence course was added at the bottom of each letter.



Pat Crenshaw, Ward County home economics agent, used an electronic stencil to apply illustrations to her circular letters, giving them a printed look.

Each circular letter contained some art work relating to the teaching point. The letters were printed in green ink on brilliant gold paper. They were mailed weekly, starting 4 weeks before the television series and the correspondence course began, and were continued until the program was completed.

Miss Crenshaw visited the program directors of the radio and television stations and the editor of the only paper in Monahans, a biweekly, to discuss how much and what kinds of material they would like.

She took a sample of the materials already developed to illustrate what she had in mind. Although she already had a radio program, the program director suggested using spots—60 seconds or shorter. He wanted a new one every day except Sunday. The radio spots were started 2 weeks before the television and correspondence course and continued until the program was over.

The television program director was delighted with the plan to give a series of six programs coordinated with other teaching methods. He gave Pat a 10-minute program each week for 6 weeks at 5:30 p.m.—prime time.

The newspaper editor wanted a release for each issue of the paper, starting 2 weeks before the television programs and the correspondence course and continuing until the program was completed.

During each week, all teaching methods were on the same lesson in management. For example, the week Pat taught "How To Live on What You Make," she used the circular letter, news releases, radio spots, correspondence course, and television program to teach it.

Home agents Mrs. Lou Jeffers, Upton and Reagan Counties, and Mrs. Sybil Stringer, Young County, also have used this new teaching approach. The materials and plans were adjusted to fit their situations.

Enrollees in the four counties included single men and women and couples of all income levels and three nationalities. They were mostly younger folk, but there was a sprinkling of all ages.

The multi-media teaching approach took a great deal of planning. Here, Pat discusses plans for the television series with the station's program director.



"Your Values, Your Guiding Stars," was the first of the six lessons. This lesson was to help families get firmly in mind what is important to them and consider where they are going. A family's values determine how it uses its money and other resources—including time.

Mrs. J. D. Brock, a homemaker in Young County, said, "I had been neglecting homemaking tasks to spend time with the children. I still do, because I love and enjoy them, but I no longer feel guilty about it!"

"How Do You Rate as a Manager?" was the second lesson in the series. Families learned what management is, the characteristics of a good manager, and how to rate themselves as managers. An Upton County homemaker said, "This lesson has helped me to see more clearly what my job as a homemaker is today—and to decide which parts are more important."

Lesson three got to the heart of the matter by providing study and practice on "How To Live on What You Make." One television watcher in Monahans commented, "That word 'budget' has taken on a new meaning!"

Another stated, "I was surprised to

learn that a budget should include personal allowances for each family member, but it sure stopped a lot of disagreements over money!" Still another was pleased to learn that "A budget isn't a complete failure if changes have to be made."

"Managing Your Bank Account," was studied next. Mrs. Helen Walsh, vice president of the First State Bank of Monahans, said, "Many families need instruction on using a bank account. Both the young and the not-so-young make mistakes, sometimes costly mistakes, in the way they handle their money."

A study of money management would not be complete without boning up on "Using Consumer Credit." The agents learned that this is a major problem. One homemaker told Miss Crenshaw, "You are the reason I don't have a dishwasher!" She explained that when they figured out the interest involved in buying the dishwasher on credit, they decided to save and pay cash.

The same homemaker taught a neighbor how to figure the cost of credit. After seeing what she was paying for the use of eight charge accounts, she consolidated them and got a somewhat lower rate of interest. And she has stopped using credit so liberally.

The last lesson was on "Be a Better Shopper." One participant stated, "I think this is the best lesson of all. I can use what I learned for a lifetime!"

Evaluation of the programs is underway. Tentative findings include:

—About one-half of the total population of the counties were reached with one or more teaching methods.

—Circular letters and personal contacts brought more enrollment than any other contact with people.

—More than half the participants in the correspondence course had had no previous contact with Extension.

—Nearly 70 percent were less than 40 years of age.

—About half were working women. □

Commitment — the germ of growth

Each new day brings its share of new problems, its share of increased responsibility, its share of new opportunities, and its share of people who for the first time are seeking information from Extension that will help them make a better living and live better.

This is the world in which public institutions function. Extension's opportunities, like those of other institutions, are increasing. The increasing population and the increasingly complex socio-economic structure are the driving forces behind this growth. Because we, in Extension, do not in the main deal with captive audiences, we must take the bushel from over our lamp and let the light shine out if we are to make a satisfactory response to these new opportunities.

It's true we don't crow about "what great things we hath done." We have long espoused the philosophy that our recognition comes through the progress of our clientele—not from a flow of press releases. This philosophy has served Extension well in the past, and there's no indicated need to change.

But this modesty about issuing stories of Extension work does not in any way suggest that we avoid a strong public commitment through all channels available to us. Rather, it implies just the opposite. Depending on "word-of-mouth" transmission of our commitment is too slow and too unreliable. It just won't reach all who can benefit from Extension programs. And Extension programs cannot generate much progress without broad public participation.

What constitutes a strong public commitment?

First, a strong commitment includes an allocation of personnel, time, and facilities. This is fulfilled by an announcement of the time and place, and who and where to call or write for more information. This is not trivial. It's important that prospective clientele know exactly who and where to call—too many people give up if they even suspect they are getting the run-around when seeking more information.

Secondly, a strong public commitment includes a rather specific set of objectives. These objectives are stated in terms of what the participants can reasonably expect to gain by participating in the program.

For instance, consider the objective "to increase by 10 percent the number of dairymen participating in Extension programs on nutrition for dairy cows" versus the objective "to help dairymen increase net income by 10 percent." The second is more effective. It commits you to a specific result and it more than likely corresponds more nearly to the dairymen's own objectives.

Thirdly, a strong commitment contains an element of risk. It calls for using new and different practices for greater achievement. It calls for accepting some of the responsibility for the outcome—be whatever it may. This risk can be kept to a minimum by striking a balance between the progress suggested through your commitment and that which you can realistically expect. Unrealistic objectives are readily apparent to all and therefore constitute no commitment at all. On the other hand, unless the objectives are high enough to entail some risk, we aren't entitled to the recognition which has served us so well—the recognition for Extension that is inherent in the progress and accomplishments of people participating in Extension programs.

Because of the organizational structure of Extension, commitments are not the sole responsibility of the FES Administrator, of the State director, or of the county Extension agents. True, each has his own commitments unique to his responsibilities, but so does each of us. As professionals we all have the opportunity and responsibility to make commitments attendant to our duties and to see these commitments through.

Making our commitments in terms of specific objectives and converting them to progress by Extension co-operators is a major key to successful Extension work. How well we do this as individuals provides a measure of our contributions to the overall Extension effort. How well we do this as a group provides a measure of Extension's contributions to society. WJW